
Unit 7: Engaging Your Community

Time: 6 3/4 hours

Purpose

The purpose of this unit is to get participants thinking about how they can effectively present the information they've learned in the course to members of their communities.

Objectives

Upon completion of this unit, participants will be able to:

- 1.** Explain your role as leader and change agent
- 2.** Apply the journalist rules for delivering their message effectively
- 3.** Prepare your presentation(s) for your target audience
- 4.** Describe presentation tools and techniques
- 5.** Design and deliver a short presentation to the class

Table of Contents

TOPIC	TIME	PAGE
Your Role as Leader and Change Agent	5 minutes	7-3
Applying the Basic Rules of Journalism	5 minutes	7-5
Doing Your Audience/Environment Homework	10 minutes	7-7
Crafting Your Message and Presentation	10 minutes	7-9
Closing the Sale	12 minutes	7-12
Activity 7-1: Engaging Your Community	1 hour preparation, 5 hours presentation	7-13
Summary	3 minutes	7-19
Total Time:	405 minutes	

Instructor Preparation

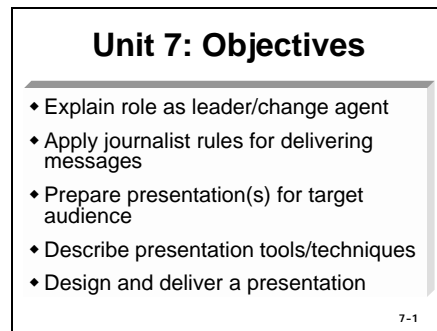
COURSE MATERIALS	EQUIPMENT
<ul style="list-style-type: none">♦ Facilitator Guide♦ Course Agenda♦ PowerPoint presentation	<ul style="list-style-type: none">♦ Easel, easel pad, and markers♦ Overhead projector and projection screen and/or computer display unit and monitor

Your Role as Leader and Change Agent

5 minutes

Show Visual 7-1.

Introduce the unit and review the objectives.

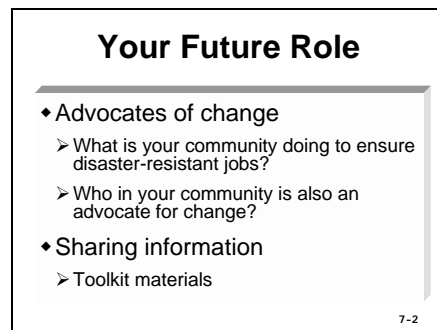


Upon completion of this unit, participants will be able to:

- ♦ Explain your role as leader and change agent
- ♦ Apply the journalist rules for delivering their message effectively
- ♦ Prepare your presentation(s) for your target audience
- ♦ Describe presentation tools and techniques
- ♦ Design and deliver a short presentation to the class

Show Visual 7-2.

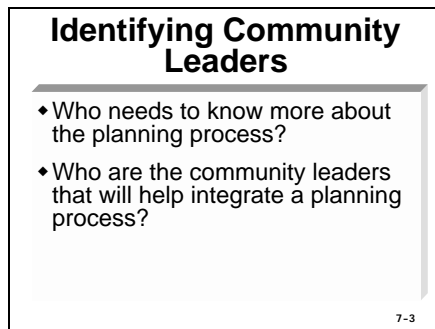
Briefly review with participants their roles in this course and their future role in their communities.



You are here today as future advocates of change within your communities. As future trainers, it will be your role to find out what your community is doing to ensure disaster-resistant jobs and who within your community is also a potential advocate of change toward this end.

Show Visual 7-3.

Review identifying potential community leaders.



You have identified key members and groups within your communities who need to know more about the disaster-resistant planning process. You have also discussed that those would be the potential leaders to help integrate this planning process into existing disaster preparedness plans and comprehensive economic development plans.

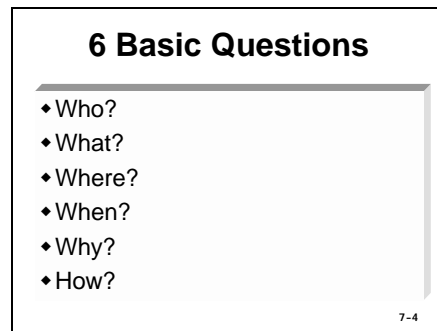
Your **role** as a participant in this class is to take the information you've collected this week and use the increased understanding you have gained about your local community to deliver it in an effective way to those in your community who have the interest and capability to make the changes that are needed to ensure that your community is disaster-ready.

Applying the Basic Rules of Journalism

5 minutes

Show Visual 7-4.

Review the basic rules of journalism.



Journalists often use a method for crafting their message that captures the most important elements of what the audience needs to know. They are masters in understanding how to reach their audience! Six main questions they often ask are who, what, where, when, why and how? These simple questions can assist us in crafting our presentations to our audiences by providing a structure with which we can develop individualized presentations, public awareness messages, tools and outreach campaigns.

Who?

Who are we trying to reach? We need to define our target audience. This very important question requires us to really know the people we want to reach out to. Every message can not meet the needs of every person.

What?

What do we want them to know or do? We must be precise. If we are clear, we empower them to explain the message to other people and better our chances that they will take action.

Where?

Where do we put our message? And where do we want them to act? This can be useful for us in our public awareness development process and in giving directions.

When?

When do we put our message out? Timing, such as with special events or seasonal periods, political campaigns, or just after a flood event, is very important for reaching an audience that will listen. This is a “window of opportunity” for when they will more likely listen.

Why?

Why do they need to know? Here is our chance to tell them, or remind them, of why they will benefit from this piece of information.

How?

How do we customize and craft our message, distribute it and evaluate whether or not our effort was effective? It is extremely important to customize our approach to each group or community based on our knowledge of that specific group.

Doing Your Audience/Environment Homework

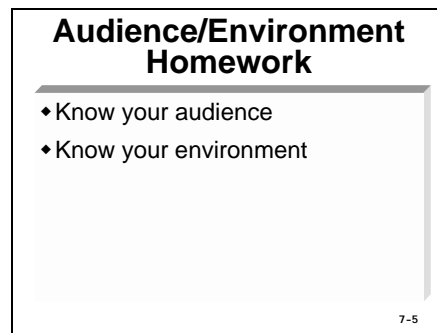
10 minutes

It's important to be prepared for your presentation – so do your homework to determine the venue in which you will be presenting and audience issues that you need to know about.

Know Your Audience

Show Visual 7-5.

Discuss the importance of knowing your audience. Refer participants to the checklist for Identifying an Audience.



Social Marketing

Matching the message to the audience begins with analyzing the audience. When you can answer the six questions: who, what, where, when, why, and how, there is more chance for success in determining the right message for the audience.

Engage class in other issues that affect presentation.

Know Your Environment

It's important to know where you will be presenting so you can prepare accordingly. It's important to find out information about the following:

- ♦ Physical room and layout
- ♦ Equipment
- ♦ Other

Identifying an Audience

Organization Is Crucial

An organized approach is crucial to making an impact. While the overall purpose of a preparedness program may be to raise public awareness, the specific objective will probably vary depending on the nature of the group you target.

- ◆ What do you want the audience to understand, or understand better, than they did?
- ◆ What action do you want them to take?

Identify Your Audience

You can't reach everyone in your community at once, so you should research the people in your community to help you prioritize your audiences. Determine which groups in your community are at greatest risk from a disaster or emergency. Ask yourself the following questions:

- ◆ What kinds of people make up this group?
- ◆ What portion of the community does this group represent?
- ◆ What does this group already know about the hazards that affect their community?
- ◆ From what sources does the group typically get information?
- ◆ Who are the most influential voices in the group?
- ◆ Does this group have special concerns in an emergency?
- ◆ Do they have attitudes and concerns that could affect whether and how they respond to emergency warnings?
- ◆ What do they know and how do they feel about the community's emergency preparedness plans?
- ◆ What do they know about you and your role in the community?

Source: Adapted from the FEMA Good Ideas Book.

Crafting Your Message and Presentation

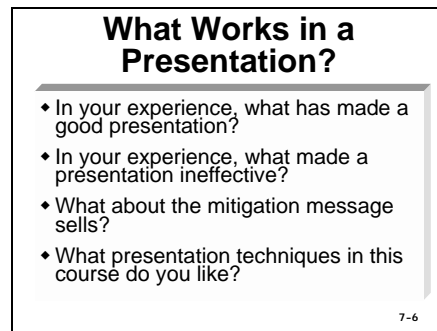
10 minutes

What Works in a Presentation?

Show Visual 7-6.

Ask participants these questions.

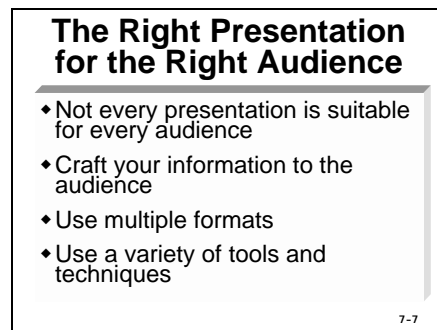
Write their answers on an easel pad.



The Right Presentation for the Right Audience

Show Visual 7-7.

Discuss designing the right presentation for the right audience.



Three common elements to successful presentations are:

- ♦ The message matches the audience
- ♦ The content and delivery match the purpose
- ♦ The delivery is clear and engaging

The Right Audience

Not every presentation is suitable for every audience. Each target audience will be more receptive to your message if you tailor your information to suit each audience's perspective. For example, business leaders would probably only sit through a short and to-the-point presentation that focuses on "What's in it for Them."

The Right Message

The way a presentation is structured depends on the objective you want to achieve. The shape of the presentation will dictate your choice of arguments, the order in which you give them, your selection of supporting facts and figures, and the techniques and order of your visual aids. Therefore, you should:

- ◆ Analyze your audience in term of your objective
- ◆ State your objective in terms of your audience
- ◆ Summarize for yourself in a sentence or two what you want your audience to "say" or "do" at the end of the presentation

Once you have defined your objective, you must choose you a strategy and support your objective with arguments.

One approach may be:

- ◆ Purpose – why we have to do this
- ◆ Picture – what it will look like when you (your audience) reach the goal
- ◆ Plan – step-by-step how you will get there
- ◆ Part – what you (your audience) can and need to do to help move forward

These are not the only ways to structure presentations – use the approach that is best suited to your message and audience.

Tools and Mediums for Presentations

Show Visual 7-8.

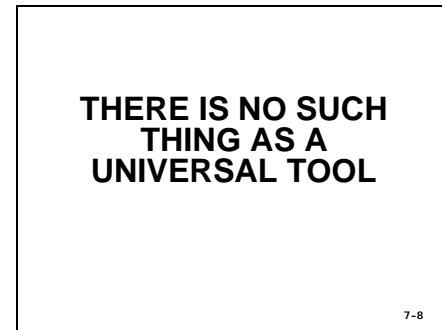
Discuss the following points:

Do not rely strictly on one thing.

Different learning styles – visual, lecture, group activities

Refer participants to the following articles located on the display table.

- ♦ “Delivering Presentations” by Tony Jeary
- ♦ “Secrets from the Pros: 5 Master Presenters Share Their Top Techniques” by Dave Zielinski



Each audience will respond differently to various presentations and methods of information dissemination. Choose the most effective means of reaching your target audience (e.g., presentation, poster). **Do not rely on one format.** Use all the means at your disposal but locate and aim each to get the most needed results where it matters most.

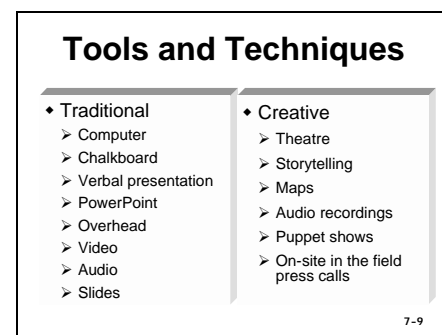
Use visuals and handouts with your presentations.

Show Visual 7-9.

Stress that it's important to use a variety of tools.

Ask participants what types of tools and media they have used in presentations and which have been most successful and why.

Encourage discussion on what didn't work as well.

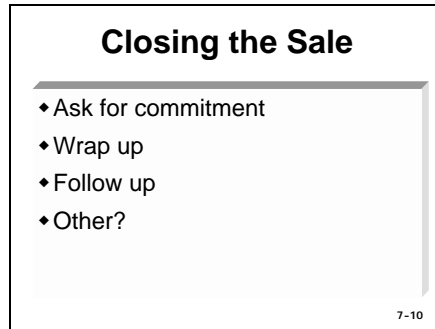


Closing the Sale

12 minutes

Show Visual 7-10.

Discuss the key points for closing the sale.



Activity 7-1: Engaging Your Community

6 hours

Show Visual 7-11.

Introduce the next exercise. Emphasize the importance of this exercise in helping participants focus on what they can do once they're back in the community to "plant the seed of need."

Activity 7-1: Engaging Your Community

- ♦ What is the major disaster you deal with?
- ♦ Who is your audience specifically?
- ♦ What part of the mitigation message do you expect to sell?

7-11

Activity 7-1: Engaging Your Community

Time

- ♦ 1 hour (to prepare presentation, in addition to expected evening “homework” time)
- ♦ 5 hours (delivering and discussing presentations)
 - Each person gives a 5 – 10 minute presentation
 - Class discussion (5 – 10 minutes at the end of each presentation)

Purpose

The purpose of this activity is for you to develop and deliver a brief presentation to the class that you intend to make upon your return to your community. The class will serve as your audience. This activity will give you an opportunity to practice your presentation in preparation for your presentation to your targeted audience. Your presentation must focus on a specific need, opportunity or strategy for improving economic planning or resilience in your community. The class will give you specific feedback on how to improve your presentation so that you will be well prepared when you make your presentation to your intended audience.

Directions

1. Use the Presentation Planning Worksheet provided to plan your 5 – 10 minute presentation. You can choose to create an individual presentation or you can choose to develop a presentation in partnership with other classmates. In other words, when you return to your community, will you be presenting alone, or will you likely present with other team or community members? For example, you may be the emergency manager, and two of or more of your classmates may be a major business employer, representative of local Red Cross organization, or local economic developer.
2. Select a true-to-life (realistic) scenario that you or your partner(s) are currently facing in your community. This could focus on technical assistance, infrastructure improvement, improved coordination, training, awareness raising, financial support, resources, networking, among other things. A key component of your presentation should address ways you will help to integrate economic disaster planning into the local emergency management planning process. Use the concepts and strategies you have learned in this

class to develop your presentation. For instance, if you would like to initiate a network to promote mitigation planning for businesses, how would you go about doing this? Who would you need to reach and what would you need to say? How will you spark their interest in this?

The content and approach you use in your presentation is flexible; it's your decision. In previous classes, participants have given creative presentations from a variety of perspectives. The following are some examples of what people have presented in the past:

- ◆ City councils (multiple purposes)
- ◆ A business owner (about mitigation planning)
- ◆ Emergency managers (to partner with economic developers)
- ◆ Economic boards (partnering and disaster planning)
- ◆ School board/PTA (school disaster preparedness)
- ◆ City politicians (disaster awareness and action)
- ◆ Business councils (disaster planning and economic losses)

These are just ideas; we encourage you to come up with an innovative idea that is appropriate for your community and audience.

- ◆ Using the information entered on the Presentation Planning Worksheet, develop your presentation.
- ◆ You can use any presentation medium that can be supported in our classroom (PowerPoint, easel pad, overhead projector, photos, video, maps, GIS) to present your strategy to your classmates. Use the resources in the Learning Center and the Internet to create your presentation. Follow the rules you just learned about using various tools and techniques in making your presentations. If you want your audience to have a handout, then you'll need to create that also. If you intend to use specific data or informational materials that you have back in your office or community, identify them during your presentation.
- ◆ Make your presentation.
 - Each presentation will take 5 to 10 minutes and will be followed by a 5- to 10-minute class discussion.
 - Let the class (your audience) know if you have any requests for active participation. In other words, what do you want your audience to do during your presentation. Do you want them to be active, engaged listeners? Do you want them to be skeptical, enthusiastic, belligerent, i.e., challenging your assertions?

- Once you begin the role play, stay entirely in “persona” (your assumed role) until the end of the presentation. This means that you are making a presentation as though you are speaking to your intended audience in your community. You want to make a polished presentation, and you want to do it in the manner and format that you would actually present.
- ♦ The class will listen to your presentation and use the Presenter Feedback Form to record their thoughts and suggestions for improving your presentation. At the end of your presentation, the class will give feedback and discuss your presentation. They will provide positive critique of your presentations (verbal and nonverbal behaviors), content, and choice and handling of tools. The class will also provide ideas on what the presenter(s) might add to increase their effectiveness. This means that you are getting “coached” on how to improve your presentation – it’s a positive thing!

PRESENTATION PLANNING WORKSHEET

SETTING THE STAGE

Role. What role are you playing? In other words, who are you in your community? If you have multiple presenters, identify each of their roles.

Community. Give a brief description of your community.

Challenge(s). State the specific situation in your community that you are dealing with in this presentation. Identify the political, social, or economic dynamics that could impact the situation.

Audience. When you make this presentation in your community, whom will you be presenting to? (The class will serve as this target audience).

PRESENTATION PLANNING WORKSHEET

Place and Circumstances of the Presentation. Where is your presentation going to be held (private office, city council meeting, at a restaurant, a formal presentation, etc.)? What is the time of day of the presentation (breakfast meeting, during lunch, early afternoon, etc.)?

CREATING THE PRESENTATION

Goal. What do you want your presentation to accomplish this? What is the desired action that you want your listening audience to do when you finish your presentation? This will be the major focus of your presentation. Outline your key points related to your goal. Take this information and craft it into a presentation.

Audience (class) Participation. Before you give your presentation, let the audience (class) know what role you want them to play. Do you want them to act as receptive listeners? If you anticipate some resistance from your intended audience in your community, then you might want to assign a specific role for your audience to show some resistance so you will have an opportunity to respond during your presentation.

PRESENTER FEEDBACK FORM

Use this form to record your thoughts about the speaker's presentation. Remember, that useful feedback is constructive, specific, and directed toward a behavior or action that can be changed.

What verbal and nonverbal behaviors were effective?

What were the positive aspects of the presentation, especially as it relates to the content?

What could the presenter do to improve the content-related aspects of the presentation?

How effective was the choice of tools and techniques for this particular presentation? What else would you recommend?

How might the presenter improve the presentation to increase its effectiveness?

Summary

3 minutes

Show Visual 7-12.

Summarize the unit.

Summary

- ♦ Your future role as change agent
- ♦ Apply journalist's rules for delivering your message
- ♦ Prepare your message for your target audience
- ♦ Use a variety of tools and techniques

7-12